



Six Trends Found in High-Performing Arizona Districts: 	1. Culture of the school is one of high expectations	2. Highly effective teaching strategies used	3. Data collected often and used	4. Intervention and enrichment provided based on data	5. Students educated in general education setting for core instruction, as much as possible	6. Effective leadership
The RTI Network's Seven Components Essential to Whole System Reform:  http://www.rtinetwork.org/about-us/school-transformation						
Leadership Improve achievement for all students by improving education for students with learning disabilities.						✓
Professional Learning Ensure that all teachers are comfortable implementing effective, evidence-based practices with fidelity.		✓				
Empowering Culture Involve the students and their families in the students' education; establish a problem-solving approach within the school; encourage collaboration.	✓					
Curriculum Select basals, textbooks, and interventions that have an evidence base demonstrating effectiveness with the intended population.					✓	
Instruction Implement strategies shown to be effective with the intended population.		✓				
Assessments Determine special education eligibility with a range of assessments from informal formative assessments through formal comprehensive evaluations.			✓			
Data-Driven Decision Making Commit to making decisions based on data throughout the problem-solving process.			✓			

Effective Practices in High-Performing Districts Serving Students in Special Education: http://www.casecec.org/documents/jse/jse_25.2.pdf						
Inclusion and access to the core curriculum					✓	
Collaboration between special education and general education teachers	✓					
Continuous assessment and use of response to intervention			✓	✓		
Targeted professional development	✓					✓
Explicit direct instruction		✓				
Indicators of Effective Schools: http://www.centerii.org/handbook/Resources/Appendix_Indicators_school.pdf						
Leadership and Decision Making Establish teams with duties and time for instructional planning.						✓
Professional Development Align classroom observations with evaluation criteria and professional development.	✓					
Parents and Learning Help parents to help their children meet standards.	✓					
Curriculum Assessment and Planning Engage teachers in aligning instruction with standards and benchmarks.		✓				

Classroom Instruction Expect and monitor sound instruction in a variety of modes.		✓				
School Community Define the purpose, policies, and practices of the school community.	✓					
Actions That Improve School District Performance: http://www.azed.gov/improvement-intervention/files/2011/10/7-actions-that-improve-school-districts.pdf						
Take a system wide approach to improving instruction.						✓
Create a district curriculum aligned with standards and assessments.		✓				
Make decisions based on data.			✓			
Redefine leadership.						✓
Implement strong accountability systems.			✓			
Embed professional development.	✓	✓				
Commit to sustaining reform.						

Identifying Successful Practices for Students with Disabilities in Ohio Schools: Final Report: http://education.ohio.gov/getattachment/Topics/Special-Education/News/Ohio-Special-Education-Research-Project-Implementa/OECD_Final_Report_October2013.pdf.aspx						
Collaboration among teachers: Collaboration may have been more important for students with disabilities as general and special educators must work together to help those students.		✓				
High expectations for all stakeholders, including administrators, faculty, students, and families	✓					
Use of ongoing assessment of student performance to plan and modify instruction			✓	✓		
School administrators use a variety of leadership styles but share a focus on teaching and learning.	✓					✓
Professional development is ongoing and tailored to the needs of teachers.	✓					
Access to core curriculum; inclusion					✓	